THE CORRELATION BETWEEN STUDENTS’ PROFICIENCY IN ENGLISH VOCABULARY AND THEIR ABILITY TO WRITE ENGLISH POETRY

THESIS

Submitted to the Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatra Medan as a Partial Fulfilment of the Requirements for the Degree of Sarjana Pendidikan

By:

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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA MEDAN
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Assalamu’alaikum Wr. Wb.

Setelah saya membaca, meneliti dan memberi saran perbaikan seperlunya terhadap skripsi mahasiswa:

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Jurusan : Pendidikan Bahasa Inggris
Judul : The Correlation between Students’ Proficiency in English Vocabulary and Their Ability to Write English Poetry.

Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqosah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan oleh Universitas batal saya terima.

Medan, 4 November 2019
Yang Membuat Pernyataan

Dwi Dharmayanti
Reg. No.:34.15.3.048
ABSTRACT

Dwi Dharmayanti, Registration Number: 34153048. The Correlation Between Students’ Proficiency in English Vocabulary And Their Ability to Write English Poetry. A Thesis, English Education Program, Faculty of Tarbiyah Science and Teacher Training, State Islamic University of North Sumatera Medan, 2019

This research was aimed to find out the students’ proficiency in English vocabulary. It was conducted by quantitative. The data analysis has four steps through; identifying the students’ proficiency of English vocabulary, Scoring students works, collecting the closest of students poetry writing score and put the result into table. It was conducted in one of Junior High School in Hamparan Perak, especially in thirth grade. The data that were achieved from students’ their vocabulary score and poetry writing score were collected and analyzed as objective as possible, so they can be better in writing skill. After analyzed all the text, the finding of the study can be seen in the data. Based on the findings of the data analysis, it has been identified that the score of $r_{xy}$ was 0.607 and the score of $d_f$ was 28. Then, the score $r_{xy}$ was compared with the degree of significance 5% which showed that with the $d_f = 28$, the $r_{table}$ score which was obtained was 0.361, therefore, $r_{xy} > r_{table}$. Meanwhile, when the score $r_{xy}$ was compared with the degree of significance 1%, it shows that with the $d_f = 28$, $r_{table}$ score is 0.463, it showed $r_{xy} > r_{table}$. Therefore, the score of coefficient correlation of both degree of significance was higher than the score of $r_{table}$, it shows that alternative hypothesis (Ha) was accepted and null hypothesis ($H_0$) was rejected. In other words, there was a significant correlation between students’ vocabulary proficiency and their poetry writing ability. It means that the more vocabulary they master, the better writing skill they have.

Key words: Vocabulary and Poetry, Writing skill, Creative Writing
ACKNOWLEDGEMENT

Assalamu ‘alaikum Wr.Wb

Praise to Allah Almighty The cherisher and sustainer of the world, the beneficant and the merciful. Peace and His blessed, mercy to our dear the holly prophet Muhammad Saw (Peace be Upon Him) and his family. The aimed of this thesis was partial fulfillment of therequirement for S-1 program English Departmentmment Tarbiyah and Teachers Training, The State Islamic University of North Sumatera. The writer conducted this thesis under the tittle “The Correlation between Students’ Proficiency in English Vocabulary and Their Ability to write English Poetry”. Writing this thesis was not easy. It spent much time and energy to complete it. Without support and encouragement from the people, this thesis would not be completed. I realized that I would never finished this thesis without motivation of some people around me therefore, I would like to express my sincere gratitude to:

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The words are not enough to say appreciations for your help and contributions on this thesis. May Allah guide you always and give you happiness in your life.
The writer would be pleasure to accept some critics and corrections to this thesis because the writer realized that it is not perfect. Hopeful this thesis useful for those who read and experiences in the field of education.

Medan, October 2019

Dwi Dharmayanti
Reg. No.:34.15.3.048
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CHAPTER I
INTRODUCTION

A. The Background of Study

English language is one of important languages because it is used as a means of communication by people around the globe. As what Fithriani stated, “Globalization has made English as spoken language for trade, education, business and tourism”.¹ This means that two people who come from different countries usually use English as a common language to communicate. In learning English we have to master four skills. They are listening, speaking, reading and writing. Writing is as one of the language skills besides listening, speaking and reading, is crucial for communication as it functions as a way how the writer transforms their idea into written language or in other words, as the process of expressing a felling and a thinking then creating each word become a collection of words in a peace of paper.² Writing is divided into two kinds, they are academic writing and creative writing. One of the genre in writing is creative writing. Creative writing does not need adhere to specific style parameters.

Genre-based approach is the latest suggested approach applied in the newest Indonesian curriculum. It is in line with focus of curriculum target which emphasizes genre as the basic material for language teaching.

²Louis Manand. Should Creative Writing be Taught?. (New York, 2009)p.3
Moreover, the goals of the GBA is that students are able to do communication based on particular purpose. In the other side there is no material about creative writing in syllabus that’s why students lose their chance to relate their experiences to the learning process. Thus creative writing can get space in syllabus especially in local content. It is based on the law 20 of 2003 on National Education System in Chapter X of Article 37. Afterwards it is clarified in Government Regulation, Number 19 of 2005 on National Education Standards in Section 77N. The regulation of the Minister of Education and Culture, Number 81A, Year 2013 on Guidelines for Development of local content. Thus the teacher can use creative writing in teaching learning process to develop students’ creativity.

By the previous preliminary research, the researcher found the material about poetry in local content syllabus for 3rd grade in one of Junior High School in Hamparan Perak. Vocabulary is one of important parts of poetry writing as Harlan states that “poetry as the branch of creative writing related to vocabulary competence because it has a source of content-rich reading material; a model of creative language in use as way to introduce vocabulary in context”. The language of poetry differs from common linguistic usage, it makes the reader feel the sense

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instinctively. Mayher and Brause states that “writing is dependent upon the ability to draw words to describe an event, the breath and depth of a student’s vocabulary will have a direct influence upon the descriptiveness, accuracy, and quality of his or her writing”. The reader of poetry also should have a vocabulary proficiency, so they able to interprate and elaborate each word in poetry to get the clear meaning. Poetry usually consist of sign such as like “flower” can be the sign of “woman”. There are many other possible words that we can find as a sign such as word to express love, upset or others feelings. It means that vocabulary is important in students writing development.

There are some previous research that show the significant correlation between students’ vocabulary mastery and their writing that focus on Genre-based approach that written by Umairah Rahmati in 2018 and Nanang Bagus Subekti in 2017. In another side, there is no previous research about correlation between vocabulary mastery and poetry writing. Thus the researcher wanted to analyze whether correlation Between Students Proficiency in English Vocabulary and Their Ability to write English Poetry”.

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B. The Limitation of Study

The scope of the study was limited to find the significant relations between students proficiency in english vocabulary and the ability to write poetry. Thus, this study would focus on discuss that two variables.

C. The Formulation of Study

Based on the background of this study, the research question which guides this research is “Is there any correlation between Students’ vocabulary proficiency and Their poetry writing ability in one of Junior High Schol in Hamparan Perak?”

D. The Objective of Study

The Purpose of the study is to know the significant correlation between the students proficiency in english vocabulary and their ability to write poetry at one of Junior High School in Hamparan Perak. Moreover, the study was conducted to get the empirical data from the both scores. Those were vocabulary score and writing poetry score.

E. The Significance of the Study

The research is expected to contribute to english language teaching and learning.

1. For the writer, this research can find any significant correlation between vocabulary proficiency and ability to write poetry. Several people argue that without having good vocabulary is hardness to write
effectively. Thus, the extent of vocabulary proficiency affects the students' ability in making poetry.

2. For the English teachers and English language learners, the finding of this research will give the information about the relation between vocabulary proficiency and ability to write poetry. The researcher hopes that the result of this study will motivate the English teacher to add some method in teaching writing.

3. For further researchers who are interested in any correlation research, they will get information from this research. Thus, their research will be deeper and better than this research.
A. Creative Writing

1. Definition of Creative Writing

“writing as a productive language skill that makes everyone can express their ideas and feelings. It is used as a training for another activity, especially when students write sentences as an explanation to discuss activity. On the other side, writing means how the writer transforms their idea into written language or in other words, as the process of expressing a feeling and a thinking then create each word become a collection of words in a peace of paper”\(^8\). Writing divided into two kinds, they are academic writing (genre-based approach) and creative writing. Style as one of the differences between academic and creative writing because creative writing does not need to adhere to any specific style parameters but academic writing needs to be structured and executed adhering to a series of guidelines.

Chambers Dictionary defines creative as ‘Having the power to create, showing, pertaining to, imagination, and originality’ and then writing as ‘The act of one who writes, that which is written, literary production or composition’. Therefore, the term ‘creative writing’ can be defined as ‘Having the poetry to create an imaginative, original

\(^8\)Didik Santoso. *Improving The Students’ Spiritual Intelligence in English Writing Through Whole Brain Learning*. *English Language Teaching*. Vol. 9. 2016. P. 231
literary production or composition.\footnote{Adele Ramet. Creative Writing 7\textsuperscript{th} Edition.(United Kingdom: How To Books,2007)p.113} It means that creative writing as the study that stimulate the students become more creative when using their imagination to make the product as the result of their feels, ideas and though.

2. Creative Writing in EFL Context

Creative writing is not only a means to help students unleash their creative side and feel more confortable when write the experience of life, but also been proven to improve language learning, in some university, creative writing used as a new approach to mastering a foreign language. For the past 8 years, creative writing has been a part of Enlish Studies, implemented by Sara Greaves and Marie-Laure Schultze, both of the researchers teaching at Aix- Marseille University. They desaign it to offer an alternative method to learning and practicing English by appealing to the student’s imagination and feelings. Creative writing at an academic level is more than just an advantage. It is a flourishing disciplines, helping students with their personal writing as well as academic writing, and has also proven to be very effective in language learning, which still has a long way to go and much more to offer.\footnote{Greaves & Schultze. The Important of Creative Writing in an Academic Environment. (French: Lithuannia,2012)p. 86} It means that creative writing will help the students easier and more creative in learning process.
Genre-based approach is the latest suggested approach applied in the newest Indonesian curriculum. It makes the students do not have a chance to show their creativity that relate to their experience of life during learning process. Even creative writing does not exists in Indonesian curriculum, creative writing can apply in syllabus then the teacher can put the material of creative writing in part of local content. “Local content as set of plans and arrangements regarding the purpose, content, and teaching materials”.\(^\text{11}\) It means that It is prepared by the education unit in accordance with the diversity of local potency, regional characteristics, areas advantages, local needs, and each environment. It is as well as the means which are used to guide the implementation of learning activities to achieve specific educational goals.

**B. Poetry as Creative Writing**

Poetry as creative writing can help students become more sensitive to language. Poetry has been taken as a difficult subject for most students, especially students of EFL. While many language teachers agree that poetry promotes language acquisition, they will add the poetic concepts and cultural assumptions are usually difficult for EFL Learners to understand.\(^\text{12}\)

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\(^{11}\)Siti Supeni. Implementation of Local Content Curriculum About Local Potency in Realizing Local Building Based on Sida. *Proceedings ICTESS UNISRI*. Vol 1, No. 1. 2017. P.357

in Al-Qur’an Allah Almighty tell about the most beautiful words and nobody could make as beautiful as the Qur’an. As Allah Almighty says in the Qur’an surah Al-Isra :88

(17:88)

“Say;Surely if human and jinn gather to make something similar to the Qur’an, Exactly they will not be able to make something similar to him, even though some of them become helpers for some others”(Q.S. Al-Isra; 88).

Based on the verse above, we can conclude that, Allah Almighty tell us even humans and jinns gather to make something similar to the Qur’an in terms of their eloquence and the hight of their parameters (Surely they will not able to make something similar to him even though some of them are helping each other). This verses teach us become a humble person and keep to learn how to write well because no matter how beautiful our writing, there is Al-Qur’an as the most beautiful of collecting words.

Thus EFL learners should not worry about understand poetry. Not all the poetries are difficult, some of them can be understood and enjoyed on first seeing. These easily understandable poetry will motivate the students to improve their English, especially through its varied structure of its form, vocabulary, pronunciation, contextual meaning and grammar. For the Junior High School students, poems can be used effectively to teach skills.

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that move beyond the basic concepts of English such as phrasing. When teaching prepositional phrase or noun phrase, choose poetry that have example of these in appendix 1, and display them on the overhead projector. The underlined phrases in that poetry are prepositional phrases. The poetry may be a challenge for Indonesian Junior High School, but teacher still can use it with some highlights on the difficult words. Thus the students will more interest when study about prepositional phrase and noun phrase by using poetry.

According to the National Curriculum, there is no material about creative writing because Genre-based approach as the latest suggested approach that applied in the newest Indonesian curriculum. Creative writing can apply in syllabus but the teacher can put the material of creative writing in part of local content. National Education Standards states that the curriculum level of Junior High School developed in accordance of the educational unit, the regional potential/ local characteristic, social culture of local communities, and learners. The curriculum of Middle School shall include skills or vocational and local content. Therefore, learning about the nature of poetry writing for Junior High School aims to help students understand about the poetry and how to write them. The material chosen must be considered by the teachers, so the selection of the material should be in accordance with the condition of the

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Junior High School students.\textsuperscript{15} It means that the strategy that used to create an active communicative learning is according to the condition of students include the culture, social condition, local characteristic and communication.

C. The Role of Vocabulary in EFL Writing

Vocabulary is defined as knowledge of words which is considered vital for language development and acquisition and recognized as an essential factor of writing. Marefat stated that “there is a positive relationship between mature vocabulary and high quality ratings when compared the effects of syntactic complexity versus lexical choice on the ratings of writing quality.”\textsuperscript{16} Thus vocabulary can describes as the ability to use words in the generation and understanding of sentences.

In Al-Qur'an Allah Almighty required human remember to all the name of anything. Allah Almighty said in Surah Al-Baqarah verse 31:

\begin{quote}
\textit{وَعَلَّمَ أَنَّمَ آدَمَ الأَسْمَاءَ كُلَّهَا نَمَّ حَتَّىٰ عَرَضَهُمْ عَلَىٰ أَنْبِيَوْنَيِ
بِاَسْمَاءِ هَؤُلَاءِ إِنَّكُنْ صَادِقِيَنَّ} (2: 31)
\end{quote}

“And He taught Adam the name of all things, then he placed them before the angles, and said “Tell me the nature of these if you are right.”

Based on the verse above the researcher concludes that God taught Adam’s names entirely, which gives him the potential of knowledge about the names or words used pointed objects, or objects of teaching function. This verse informs that God endowed human potential to know the name or function and characteristics of objects, such as fire function of the wind, and so forth. He was also awarded the potential to speak.

Although English is taught in Indonesia, it also use as a foreign language and there have been many years of English subject in the formal school. There are many problems that still faced by teachers and students, for example: students have limited vocabulary so the teaching and learning process is not effectively. It also supported by the finding of Mbato’s research (2013), he stated that “the factor that impede the success of language teaching and learning in Indonesia because of the limited of effectiveness of EFL teaching learning in Indonesia.”

This is because most of students have no many vocabularies, so they feel difficult to understand the material that teachers have given in the class. It is why vocabulary is one of the important soft skills that the students have to master it.

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17 Al-Bayan. *Al-qur’an dan Terjemahannya.* (Semarang: As-Syifa, 2001) p.6
18 Urip Sulistiyo. *Learning English as Foreign Language in an Indonesia University Study of Non-English Department Students’ Preferred Activities Inside and Outside the Classroom.* (Universitas Jambi: Jambi, 2013) p. 5
Vocabulary also considered as a strong predictor of students’ overall writing performance when vocabulary scores are compared to more elaborated criterion measures of written expression such as test of writing. Significant research has been conducted on the effects of vocabulary instruction on reading performance but studies investigating vocabulary instruction and writing are few. It also illustrates the effects of vocabulary instruction on the quality of students’ written products. Thus vocabulary as an important part on writing process will give some effect to the result of the writing. It is about how students express their feels, ideas and thought with proper word.

D. Related Study

This research conducted several studies by some expert about grammar knowledge and poetry. The research findings of them can be elaborated briefly to give foundation and support for this research.

First, the research from Umairah Rahmati, a students of UIN AR-Raniry in 2018 with her thesis entitled “The Correlation Between Vocabulary Mastery And Students’ Writing Skill. Her Thesis analyze the correlation between students vocabulary mastery and their ability in writing text. The result of her research is significant between students proficiency in english vocabulary and writing ability.

Second, The study is written by Nanang Bagus Subekti, as the student of Sarjanawiyata Tamansiswa University in 2017 with his journal

entitled “The Correlation Between Vocabulary Mastery And Writing Skill Of Secondary School Students” His journal used descriptive and correlational analysis to find out the score of student’s ability in writing descriptive text and to find out the correlation between students’ vocabulary mastery and writing ability. The result of his research is significant correlation between vocabulary mastery and writing ability.

By reading two previous researches above that both the research shows the significant, the researcher decides to conduct a more specific research about writing especially poetry writing that the title is “The Correlation Between Students Proficiency in English Vocabulary and Students Ability in Making Poetry”. The researcher would like to analyze the result of students vocabulary proficiency and the students ability in making poetry. It’s about how the students vocabulary proficiency effected the result of their poetry where poetry as one of creative writing product.

Even there are some differences, those previous studies has a similar in the research objective but this research specifically discuss about the correlation between students vocabulary proficiency and their ability to write poetry.

E. Conceptual Framework

According to the researcher, Vocabulary has an important part as the basic of learning english language. The teacher asks the students to keep improve their vocabulary mastery because by following time they grow
they will add new words about the name of things. To have a good communication in English, students should know how people usually use the language; put words into sentence and apply them in communication. It relates to the theory of Huddleston and Pullum that vocabulary will help the speakers to communicate their feelings, emotions and purpose more effectively. That’s why the researcher assumes that people who can use vocabulary properly is considered having good English.

Make a poetry also as one of way to have good communicate in a different way. Here we should have proper words to express our feelings, ideas, opinions, and thoughs. When the students make a poetry in a written form, they will get feedback from the reader either teachers or friends whether their writing is good or not. Poetry as creative writing need a practice because the students will have no change to improve their ability in making poetry. Without practicing, the students ability will not be seen by the teacher or their peer it make the teacher or even the students themselves do not understand how their improvement in making poetry.

There are many interrelated factors that must be taken into consideration when design tasks and scoring procedures for writing assessment. One of the criteria in rubric scale, the researcher should check students’ vocabulary in their product of poetry to measure the score. That’s why, it indicates that, the relation between vocabulary and poetry does exist. This topic is attempted to reveal whether or not there is a significance correlation between vocabulary proficiency and ability to
write English poetry. That’s why, it is conducted to find out the possible relations between the two variables through correlational statistics.

F. Hypothesis

This research is as a basic assumption of how the result of the research will be. It is a prediction of a phenomenon. Even in formulating hypothesis, the research has to ensure that the hypothesis is real and based on the fact. There are two kinds of hypothesis;

a. Alternative Hypothesis (H₀): There is a significant correlation between vocabulary proficiency and students ability to write English poetry

b. Null Hypothesis (H₀): There is no significant correlation between vocabulary proficiency and students ability to write English poetry.
CHAPTER III
RESEARCH METHOD

A. Location and Time of the Research

This research was conducted at one of Junior High School in Hamparan Perak, Kab. Deli Serdang in academic years 2019/2020. The research was conducted at this school because it was easier to reach for the purpose of the data collection and based on the previous preliminary research that this research is suitable to be conducted at this school. This study would be conducted for two meetings or for one week at the school.

B. Population and Sample

1. Population

Gay and Dhiel argued that “Population is all subject research”. It means that the population of this research was the whole students of thirth grade in one of Junior High School in Hamparan Perak whereas the total numbers of them are 100 students. They were divided into three classes IX-1, IX-2, and IX-3. Two classes consist of 35 students and one of them consist of 30 students. Thus the research took the IX-1 class because the students consist of 30 students.

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Table 3.1  
The Sample of Research

<table>
<thead>
<tr>
<th>No.</th>
<th>Class</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>IX-1</td>
<td>30</td>
</tr>
<tr>
<td>2.</td>
<td>IX-2</td>
<td>35</td>
</tr>
<tr>
<td>3.</td>
<td>IX-3</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

2. Sample

The sample was a small proportion of a proportion selected for observation and analysis. In selecting a sample, the researcher used “Cluster Random Sampling” by choosing one classes. Gay and Dhiel stated that, “Sample is the representative the population to be research. If the total population is less than 100, it was better to take all of them as the sample but if the total population is 100 students, the sample can be taken between 10-15% or 20-25% or more.”\(^{21}\). Besides that Sharpe urged that “Sample for a correlation study is selected using an acceptable sampling method, and 30 subjects are generally considered to be a minimally acceptable sample size.”\(^{22}\). This research use one sample, it was IX-1. Besides that, According to those above quotations, in this research, the sample of the population was taken through cluster sampling. The IX-1

\(^{21}\)Ibid.,p.56

class, one of Junior High School in Hamparan Perak was chosen for the sample of this research. Thus the research took 30 students as sample from population.

C. Research Design

Research design plays an important role in research because the quality of research greatly depended on the design. In this research, the research used the form of a quantitative one. Michael J. Wallece, a quantitative approach is broadly used to describe what can be counted or measured and can be considered objective.23

The design of this research was ex post facto research. Gay argued that “Ex post facto related correlation research involves collecting data in order to determine whether, and to what degree, a relationship exist between two or more measurable variable”.24 The research applied ex post facto research which used one group of the sample that consisted of 30 students.

This research was categorized into correlative type. Gay argued that “Correlation research involves collecting data in order to determine whether, and to what degree, a relationship exist between two or more measurable variable”25 That’s why, the researcher correlated two variables of this research; They are vocabulary proficiency as X variable and students ability to

write English poetry as Y variable of thirth Grade of one of Junior High School in Hamparan Perak.

<table>
<thead>
<tr>
<th>Group</th>
<th>Vocabulary test</th>
<th>Newest documents of poetry writing score (scoring in the same day with vocabulary test but already compose and peers check a week before)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex post fascto</td>
<td>√</td>
<td>√</td>
</tr>
</tbody>
</table>

D. Instrumen of the Research

This research used multiple-choice for the vocabulary test as an instrument to collected the data. the multiple choice consisted of 25 items for the test. The material of the test was taken from the vocabulary text book that had not used in the school. In the collecting the data, this research conducted vocabulary test and newest documentation of poetry writing score. There two variables where the writer took the score of vocabulary proficiency and students poetry writing. Thus, the instrument that was used in this research was individual test and documentation score of thirth grade of one of Junior High School in Hamparan Perak.

E. Validity and Reliability

According to Heaton, “the validity of a test is the extent to which it measures what supposed to measure and nothing else. The test must aim to provide a true measure of the particular skill which is intended to measure to
the extent that it measures external knowledge and other skills at the same time it would not be a valid test”.26 This research used multiple choices as the instrument of the test that was taken from the vocabulary test book especially for Middle School students that written by Jones. Thoha stated that the test that was taken from the book already had validity and reliability because it had been tested as feasible and completed the requirements in measuring the object.27 It means that there was relations between the measurement instrument, measurement function and measurement objective.

F. Data Collection Procedure

1. Vocabulary Test

The researcher conducted the Vocabulary test to thirth grade students in one of Junior High School in Hamparan Perak. The researcher chose the material of vocabulary about proper words for the test because the researcher knew that the thirth grade students in one of Junior High School Hamparan Perak that were given this test had already learnt about english vocabulary. The test was consisted of 25 multiple choice that were given to the students about vocabulary. Thus The research assessed by using rubric scale to assessed vocabulary test in table 3.3 appendix I.

2. Documentation of Poetry Writing Score

Collected the document of closest students’s poetry writing score.

Thus the research tried to see whether correlations between the

26 J.B. Heaton. Writing English Language Test. (New York: Longman).p. 159
vocabulary score and poetry score. The research assessed the poetry writing by using grading rubric for poetry in table 3.4 appendix I.

G. Data Analysis

In analyzing the data, the researcher used correlation product moment which developed by Carl Pearson. “Correlation product moment is used to show whether there is a correlation between X variable and Y variable. The symbol of the correlation product moment is “r”.”

Data operation technique was done though the steps below:

a. Finding the number of correlation using formula:

\[
 r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}
\]

N = Number of Participants
X = Students’ vocabulary score
Y = Students’ poetry score
\( \Sigma X \) = The sum score of vocabulary
\( \Sigma Y \) = The sum score of poetry
\( \Sigma X^2 \) = The sum of the squared score of vocabulary
\( \Sigma Y^2 \) = The sum of the squared score of poetry
\( \Sigma XY \) = The score of Multiplied score between X and Y

This formula was used in finding index correlation “r” product moment between X variable and Y variable \((r_{xy})\) to know the significance between two variables, the formula of the significant

\[28\] Anas Sudijono. *Pengantar Statistik Pendidikan.* (Jakarta: Rajawali, 2006) p. 27
testand to intrpret the index scores of “r” correlation, product moment (r<sub>xy</sub>) usually used the interpretation such as bellow :\textsuperscript{29}

\begin{table}[h]
\centering
\caption{The Interpretation of correlation “r” Product moment}
\label{table:interpretation}
\begin{tabular}{|c|p{8cm}|}
\hline
\textbf{The score of “r” product moment (r<sub>xy</sub>)} & \textbf{Interpretation} \\
\hline
0.00 – 0.199 & There is a correlation between X and Y, but the correlation is very weak or little. So, it is considered no Significant correlation in this rating. \\
\hline
0.20 – 0.399 & There is a correlation between X and Y, but it is weak or little \\
\hline
0.40 – 0.599 & There is a correlation between X and Y, The value is medium \\
\hline
0.60 – 0.799 & There is high correlation between X and Y. \\
\hline
0.80 – 1.000 & There is a very high correlation between X and Y \\
\hline
\end{tabular}
\end{table}

\textsuperscript{29}Sugiyono.\textit{Metode Penelitian Kuantitatif, Kualitatif dan R&D.} (Bandung: Alfabet,2011)p. 184
CHAPTER IV
DATA FINDINGS AND DISCUSSION

This chapter discussed the analyses of the data were obtained from vocabulary mastery score and poetry writing score. The findings were derived from the analyses which were discussed further to determine the correlation between the two variables involved.

A. Data Analysis

There were two tests administered to collect the data, namely vocabulary mastery test and poetry writing score. After the result of each test was identified, Pearson Product Moment Correlation was used to investigate the correlation between students’ vocabulary mastery and their poetry writing. The whole procedures were involved in analyzing the data elaborated in this section.

B. Results of Tests

1. Vocabulary Score

The total score of the vocabulary mastery test is 2354 that presented in the table 4.1 in appendix 2. It took from the 30 students who did the multiple choice test that consist of 25 items. Thus the highest vocabulary score was 100 and the lowest score was 52.
The highest score of vocabulary test was 100 and the lowest score of poetry writing was 52. The assessment of the vocabulary test referred to the grading rubric of vocabulary in table 2.1. The containconducted in the vocabulary assessment was special for Thirth Grade of Junior High School.

2. Poetry Writing Score

The total score of poetry writing is 2501 that was presented in the table 1.7 in appendix 2. The score is taken from the documentation of two closest students poetry writing scores where they started to create the poetry for a week before getting the vocabulary test and scoring at the same time with the vocabulary test. The result of the test is presented in table 4.2 appendix IV.
The highest score of vocabulary test is 91 and the lowest score of poetry writing was 57. The assessment of the poetry writing test referred to the grading rubric of poetry in table 2.2. The content that was conducted in the poetry writing assessment was special for 3rd Grade of Junior High School. Thus the students would not found any difficulties because the teacher in this school had already put the material about poetry on their syllabus especially in local content. Thus this research was conducted while students’ poetry writing score that they had composed and had checked for a week before they did the vocabulary test. The period of two variable scored in the same time. Thus students still had same proficiency in English vocabulary.
3. Pearson Product Moment Correlation ($r_{xy}$).

**Pie Chart 4.3 Correlation of Vocabulary Proficiency and Poetry Writing**

The total score of the vocabulary mastery test was 2354 and the total score of poetry writing was 2501. After calculating the total scores of the variables of this study, vocabulary mastery (X) and students’ poetry writing skill (Y), Pearson Product moment was used to investigate the correlation between both of the variables. The Pearson Product Moment correlation was symbolized with $r_{xy}$. The statistical calculations were used to get the score of $r_{xy}$ that were presented in the following chart.
This chart explained the calculation of pearson product moment correlation. $X^2$ was the total of vocabulary score symbol. The total calculation of pearson product moment for the vocabulary score was 188420. Thus, the process of calculation presented in table 4.3 appendix 3. $Y^2$ was the total of poetry writing score symbol. The total calculation of pearson product moment for the poetry writing score was 210061. Thus the process of the calculation present in table 4.4 appendix 3. This chart showed the result of two variables test in calculation form. They are vocabulary score and poetry writing score that made easier to found weather correlation of both variables. Thus the next step was the level of significance correlation that used value 0.05 and 0.01 on this following chart;
This calculation process present in table 4.4 appendix 3. This chart showed the level of significance that used value 0.05 (5%) and 0.01 (1%).

This research took 30 students as sample and this research had 2 variable. Thus, Df = 30-2 = 28, then this research took the list of value number 28 in the table of value 0.05(5%) and 0.01 (1%) in table 4.4 aappendix 3. The value of 5% was 0.0361 and the value of 1% was 0.463. Thus if the result of the $r_{xy}$ was higher than the value, it means that there was significance correlation.

The scores of $r_{xy}$ were calculated by the Pearson Product moment correlation formula as follows:

\[
N = 30 \\
\sum X = 2354 \\
\sum Y = 2501
\]
\[ \sum X^2 = 188420 \]
\[ \sum Y^2 = 210061 \]
\[ (\sum X)^2 = 5541316 \]
\[ (\sum Y)^2 = 6255001 \]
\[ \sum XY = 197708 \]

\[
r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum x)^2)(N \sum Y^2 - (\sum Y)^2)}}
\]
\[
= \frac{30(197708) - (2354)(2501)}{\sqrt{30(188420) - (2354)^2(30(210061) - 2501)^2}}
\]
\[
= \frac{5931240 - 5887354}{\sqrt{5652600 - 5541316)(6301830 - 6255001)}}
\]
\[
= \frac{43886}{\sqrt{(1112840)(46829)}}
\]
\[
= \frac{43886}{\sqrt{5211318436}}
\]
\[
= \frac{43886}{72189}
\]
\[
r_{xy} = 0.60
\]

By this formula, the research found the result 0.06 as the correlation between students’ vocabulary score and poetry writing score that symbolized as \( r_{xy} \). Thus the next step was find the significance correlation by using degree of significance. After the scores \( r_{xy} \) were calculated, it was compared with the score of \( r_{table} \) with degrees of significance 5% and 1% as follows:

\[ \text{Df} = N - nr \]
\[ = 30 - 2 \]
\[ \text{Df} = 28 \]
Notes:

$D_f =$ Degree of freedom

$N =$ Number of cases

$nr =$ number of research variable

$r_{table}$ at the degree of significance $5\% = 0.361$

$r_{xy} : r_{table}(5\%) = 0.607 : 0.361 ; r_{xy} > r_{table} (5\%)$

$r_{table}$ at the degree of significance $1\% = 0.463$

$r_{xy} : r_{table}(1\%) = 0.607 : 0.463 ; r_{xy} > r_{table} (1\%)$

This result of significance level of $5\%$ showed that $r_{xy}$ was 0.067 and $r_{table}$ was 0.361 ut showed that the result of $r_{xy}$ was higher than $r_{table}$. Thus the result of significance level of $1\%$ showed that $r_{xy}$ was 0.067 and $r_{table}$ was 0.463 means that The result of $r_{xy}$ was higher than $r_{table}$. Thus the result of $r_{xy}$ was higher than both of significance level means that there was significance correlation between students’ proficiency in English vocabulary and their ability to write English poetry

C. Findings

This study was aimed to answer the following hypotheses: ($H_0$) null hypothesis: there was not any significant correlation between students’ vocabulary mastery and their poetry writingability. ($H_a$) alternative hypothesis: there was a significant correlation between students’ vocabulary mastery and their poetry writing skill.

The data analysis generated some findings that were important in
providing the answer to the research question proposed in this. Based on the finding of the data analysis above, the result of significance level of 5% showed that $r_{xy}$ was 0.067 and $r_{table}$ was 0.361 ut showed that the result of $r_{xy}$ was higher than $r_{table}$. Thus the result of significance level of 1% showed that $r_{xy}$ was 0.067 and $r_{table}$ was 0.463 means that The result of $r_{xy}$ was higher than $r_{table}$. Thus the result of $r_{xy}$ was higher than both of significance level. it showed that alternative hypothesis ($H_{a}$) is accepted and null hypothesis ($H_{0}$) is rejected. In other words, there is a significant correlation between students’ proficiency in English vocabulary and their ability to write English poetry

Besides, the coefficient correlation ($r_{xy}$) was 0.607. It can be interpreted with Table of $r$ product moment Interpretation (see Table 3.3 in Chapter III) which reveals that the $r_{xy}$ score included in the scale between 0.600 - 0.799. The scale indicates that there was a high correlation between variable X (students’ vocabulary proficiency) and variable Y (students’ poetry writing ability). Thus, it can be considered that between students’ vocabulary proficiency and their poetry writing ability of 3rd grade in one of Junior High School in Hamparan Perak has a significant correlation. This finding was consistent with the finding of previous researcher that found a significant correlation between vocabulary mastery and students’ writing ability.

Based on the findings of this study, the calculation of $r_{xy}$ was 0.607 and the score of $d_{f}$ was 28. Then, the score $r_{xy}$ was compared with the degree of significance 5% which shows that with the $d_{f} = 28$, the $r_{table}$ score which
obtained was 0.361, therefore, $r_{xy} > r_t$. Meanwhile, when the score $r_{xy}$ was compared with the degree of significance 1% it shows that with the $d_i = 28$, the obtained $r_{table}$ score was 0.463, therefore, $r_{xy} > r_{table}$.

D. Discussion

From the explanation of the previous data analysis, the result of the vocabulary and poetry writing test showed significant correlation between English vocabulary proficiency and students’ poetry writing. Related to the findings of this study about correlation between students’ vocabulary proficiency and writing ability that written by Umairah Rahmawati in 2018, showed that most of students who have good proficiency of english vocabulary can write english poetry writing well. Thus it can be considered that between students’ vocabulary proficiency and writing skill has a significant correlation.

The second previous research about the correlation between vocabulary mastery and writing skill that written by Nanang Bagus Subekti in 2017 showed a significant correlation between students’ vocabulary mastery and writing ability. This result of research appropriated to the theory of Harlan who stated that “poetry as the branch of creative writing related to vocabulary competence because it has a source of content-rich reading material; a model of creative language in use as way to introduce vocabulary in context”. Thus means that students who want to improve their writing skill should improve and have good vocabulary mastery.
This research had the same result with the previous research even this research used vocabulary test and poetry writing test as a means to measure weather correlation between students’ proficiency of English vocabulary and writing ability that was conducted at one of Junior Highschool in Hamparan Perak. Umairah Rahmawati on her research preffered to conduct in the students of collage to knew weather correlation between students’ proficiency of English vocabulary and writing ability. Thus in the other side, Nanang Bagus Subekti also conducted his research on the Junior High School but he used descriptive text for the writing test as a means to measure weather correlation between students’ proficiency of english vocabulary and their writing ability.

From the research findings, it can be considered that a rich vocabulary allows writer to get a richness of thought onto paper. However, the writer's real pleasure comes from using the right word. This research shows that having a large and classy vocabulary helps a writer to produce quality text by limiting the cognitive demands during a writing task. Though research connecting effective vocabulary instruction and writing is limited, some studies suggest that rich vocabulary instruction and developing word consciousness can positively influence writing.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of the data analysis, it had been identified that the score of $r_{xy}$ was 0.607 and the score of $d_1$ was 28. Then, the score $r_{xy}$ was compared with the degree of significance 5% which showed that with the $d_1 = 28$, the $r_{table}$ score which was obtained is 0.361, therefore, $r_{xy} > r_{table}$. Meanwhile, when the score $r_{xy}$ was compared with the degree of significance 1% it showed that with the $d_1 = 28$, the obtained $r_{table}$ score is 0.463, therefore, $r_{xy} > r_{table}$.

Therefore, the score of coefficient correlation of both degree of significance were higher in comparison with the score of $r_{table}$, it showed that alternative hypothesis (Ha) was accepted and null hypothesis (H_0) was rejected. In other words, there was a significant correlation between students’ vocabulary proficiency and their poetry writing ability. It meant that the more vocabulary they mastered, the better writing skill they had.

B. Suggestion

After analyzing the correlation between vocabulary mastery and students’ poetry writing ability, there are some important points that should be noted by EFL learners. Students should increase their vocabulary mastery because it will improve their poetry writing ability. To increase their vocabulary, students are expected to read many English resources in order that they can be familiar with a wide range of words and
how the words are used. Moreover, they also should try to take a note of
the new English words they find, and use the words in their dailywritings.

Therefore, to enhance the students’ vocabulary mastery, the writer
suggests that the teacher uses interesting and creative techniques to
encourage the students’ vocabulary learning. The writer expects that the
result of this research can be used as additional reference for further
research in different contexts.
REFERENCES


Manand, L. (2009). *Should Creative Writing be Taught?*. New York


APPENDIX I
The Instrument of Vocabulary Test
A. Tes Penguasaan Kosakata/Vocabulary Mastery Test

Waktu:

30 Menit

Petunjuk Umum

1. Tulislah dengan jelas pada lembar jawaban: Nama, hari/Tanggal tes!
2. Berilah tanda silang (X) pada huruf (A, B, C, atau D) yang dianggap jawaban paling benar!
3. Bacalah setiap soal secara seksama sebelum Anda menjawabnya.
4. Periksalah kembali lembar jawaban Anda sebelum mengumpulkannya.
5. Tes ini tidak mempengaruhi nilai UTS dan UAS.
Choose A, B, C, or D for the correct answer

1. A bed on a ship is called a...
   A. sleeper  
   B. cabin  
   C. bunk  
   D. dormitory

2. I have no brothers or sisters. I am....child
   A. an only  
   B. a sole  
   C. a unique  
   D. a single

3. I’m terribly sorry, I seem to have......my book at home.
   A. lost  
   B. forgotten  
   C. left  
   D. hidden

4. My sister and I are always quarrelling. We just don’t seem to...
   A. get off  
   B. get together  
   C. get on  
   D. get by

5. Most parents find it difficult to….their children nowadays.
   A. grow up  
   B. foster  
   C. develop  
   D. bring up

6. I…to inform you that your mother died ten minutes ago
   A. sorry  
   B. regret  
   C. apologise  
   D. pity

7. I think everyone should….the Human Rights movement.
   A. Agree  
   B. support  
   C. stand up  
   D. supply

8. I only paid £3 for this dress. It was a real.....
   A. find  
   B. sale  
   C. bargain  
   D. cheap
9. I always try to….something each month for my holidays
   A. save
   B. spare
   C. spend
   D. put

10. I don’t have a job. I’m....
   A. lonely
   B. sick
   C. unused
   D. unemployed

11. Which horse shall we....on it the 2.15 race?
   A. back
   B. bet
   C. place
   D. win

12. Manchester United....Liverpool in the F.A. Cup Final
   A. beat
   B. won
   C. sailed
   D. lost

13. My work’s got worse and worse. Unless I.... I’ll fail my exams in the summer.
   A. get well
   B. improve
   C. increase
   D. get back

14. Oh dear! My watch has...
   A. ended
   B. stopped
   C. finished
   D. completed

15. If you work for someone, then you are...
   A. a slave
   B. unemployed
   C. an employer
   D. an employee

16. I’m afraid there’s no....of seeing Mr Brown until tomorrow.
   A. possibility
   B. wish
   C. opportunity
   D. chance

17. The....around this town is quite beautiful.
   A. countryside
   B. nature
18. he’s always telling me what to do. He’s so....
   A. cruel  
   B. bossy  
   C. helpful  
   D. charming  

19. His parents gave him everything he asked for. He was thoroughly....
   A. disturbed  
   B. ashamed  
   C. full up  
   D. spoilt  

20. I still feel like cigarette even though I .... Smoking two years ago.
   A. gave in  
   B. gave up  
   C. gave over  
   D. completed  

21. …helps a doctor to examine a patient.
   A. a tailor  
   B. a carpenter  
   C. a nurse  
   D. a chef  

22. A... makes a shirt for you.
   A. tailor  
   B. carpenter  
   C. nurse  
   D. chef  

23. Every restaurant has...
   A. a tailor  
   B. a carpenter  
   C. a nurse  
   D. a chef  

24. When you have a headache, you go to see a...
   A. doctor  
   B. teacher  
   C. policeman  
   D. cook  

25. You go to a... to check your teeth.
   A. teacher  
   B. dentist  
   C. chef  
   D. postman
**Answer Sheet**

**Name:**

**Day/Date of Test:**

<table>
<thead>
<tr>
<th>1</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
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<tr>
<td>3</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<tr>
<td>25</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>
Answer Key of Vocabulary
Mastery Test

1. A 11. B
2. A 12. A
5. D 15. D
7. B 17. A
8. C 18. B
   21. C
22. A
23. D
24. A
25. B
### Table 3.3
Grading Rubric: vocabulary

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Excellent 40</th>
<th>Good 30</th>
<th>Fair 20</th>
<th>Poor 10</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Match words to Definitions</td>
<td>Student is able to match all of the words to their definitions</td>
<td>Students is able to match most of the words to their definitions</td>
<td>Students is able to match some of the words to their definitions</td>
<td>Students is able to match only a few words to their definitions</td>
<td></td>
</tr>
<tr>
<td>Complete Sentence</td>
<td>Student is able to complete all of the sentences with correct vocabulary words</td>
<td>Student is able to complete most of the sentences with correct vocabulary words</td>
<td>Student is able to complete some of the sentences with correct vocabulary words</td>
<td>Student is able to complete only a few sentences with correct vocabulary words</td>
<td></td>
</tr>
<tr>
<td>Write Definitions</td>
<td>Student is able to write all of the sentences</td>
<td>Student is able to write most of the sentence</td>
<td>Student is able to write some of the sentence</td>
<td>Student is able to write sentence for only a few word</td>
<td></td>
</tr>
<tr>
<td>Write original sentences</td>
<td>Student is able to write sentences for all of the words</td>
<td>Student is able to write a sentence for most of the words</td>
<td>Student is able to write a sentences for some of the words</td>
<td>Student is able to write Sentences for only a few words</td>
<td></td>
</tr>
</tbody>
</table>
### Table 3.4: RUBRIC FOR POETRY

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Excellent (40)</th>
<th>Good (30)</th>
<th>Satisfactory (20)</th>
<th>Needs Improvement (10)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SNAPSHOT</strong></td>
<td>The poem is engaging and expressive; creates an emotional impact.</td>
<td>The poem is clear, expressive, and flow smoothly; may have emotional impact place.</td>
<td>The poem is generally easy to follow and understand, but has little emotional impact.</td>
<td>The poem is often confusing because of problem in logic, style, and mechanics.</td>
</tr>
<tr>
<td><strong>MEANING</strong></td>
<td>- Originality and a strong voice.</td>
<td>- Some originality and creative development.</td>
<td>- Straightforward.</td>
<td>- Often confusing; content may be inappropriate.</td>
</tr>
<tr>
<td></td>
<td>- Some maturity and sophistication.</td>
<td>- Effective detail and description.</td>
<td>- Detail and description tend to be direct and concrete.</td>
<td>- Few details; often very brief; parts may be irrelevant.</td>
</tr>
<tr>
<td><strong>STYLE</strong></td>
<td>- Precise, vivid vocabulary; techniques effectively (e.g. metaphor, irony)</td>
<td>- Appropriate and varied vocabulary; experiments with literary techniques (e.g. metaphor, irony)</td>
<td>- Simple vocabulary; some variety; uses simple literary techniques (e.g. simile)</td>
<td>- Basic vocabulary; often inappropriate; no effective use of literary techniques (e.g. simile)</td>
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<td>- Use the chosen poetic form skillfully to create an effect.</td>
<td>- Follow rules of the chosen poetic form; may be somewhat contrived.</td>
<td>- Tries to follow rules of the chosen poetic form; may be inconsistent.</td>
<td>- Does not follow basic rules of the chosen poetic form.</td>
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TOTAL SCORE: ________________________________________________ 30

---

APPENDIX II
The Example of Poetry
THE EAGLE

He claps the crag with crooked hands;

Close to the sun in lonely lands

Ringed with the azure world, he stands

The wrinkled sea beneth him crawls;

He watches from his mountain walls.

And like a thundebolt he falls

Alfred, Lord Tennyson
APPENDIX III
The references that translate into English
Anas Sudjono berpendapat bahwa “korelasi prodak momen digunakan untuk menunjukan apakah ada korelasi antara variabel X dan variabel Y. korelasi prodak momen di simbolkan dengan “r”. (Anas argued that “Correlation product moment is used to show whether there is a correlation between X variable and Y variable. The symbol of the correlation product moment is “r”)

Thoha berpendapat bahwa suatu tes yang diambil dari buku suda memiliki validitas dan reliabilitas karena tes tersebut sudah teruji dan melengkapi persyaratan dan mengukur suatu objek (Thoha stated that the test that was taken from the book already had validity and reliability because it had been tested as feasible and completed the requirements in measuring the object)
APPENDIX IV
The Result of Students’ Vocabulary Test and Poetry Documentation of Score
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APPENDIX V
Documentation
My Beloved Family Members

My beautiful mother is everything.
She love to cook every morning.
She wakes sister in the morning.
Sleep is my sister hobby.
I love her very much.

My brother is humble.
He loves hiking and Jose.

Fabulous Holiday

Horse race is my father hobby.
He has job not unemployment.
He speaks do not spell.
I should read it.
Press spell holiday to inform.
because, Monday am uniform.
My beloved family members,

I am so lucky to have kind parents who support their children. Nothing is worse than not doing homework, it will be a regret later. So, bed and a long day then say no way. We grow together.

I love them forever.

Fabulous holiday.

Brother say smoking is bad. Nothing we can get. Open holiday and get better. Look the beautiful nature wear good dress tomorrow. I choose watching the movie instead.
Answer Sheet

Name: APRITYAH AUPAINI
Day/Date of Test: 31/08/2019

True: 17

31 August 2019
Nama: Arthi
Kelas: IX-A

My Beloved Family Members

My kind Parents is my inspiration. They always support their children in action. Brother say do your homework, The future based on your work. My Sister choose to sleep. She is funny but lazy every week. No matter variety of habit. I'm happy to my beloved family members.

Fabulous Holiday

Father such a great people with great passion. Horse race at place he show his emotion. I want to be like my Father. Less speak but do better. Holiday is not feel like nothing. Because I spend with my Father as my everything.
My Beloved Family Members

My kind parent, do everything.
I love how they care.
They taught me like a friend.
My only brother is the best adviser,
Always say to do homework.
My only sister is handsome.
She loves to go to the jogging park.

Favorite Holiday

Horse race is my favorite place.
My beloved father support I take brave.
Ride horse is my hobby.
That is very of my good body.
Not like smoking.
You will get nothing very good!
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My Beloved family Members

Family is a place where my always back where my mother cook delicious father read book 50 pages my only brother like sleep on rock sleep long day lazy to work my only sister like a tiger run to grab her dream come true forever

Easter - Holiday

my only great father is my guardian do the thing makes me brave he tells not become smoker he believe I can do all better
Answer Sheet

Name: Citra Ayun
Day/Date of Test: Sabtu 31-08-2019

1. X C D
2. X C D
3. A B X D
4. A B X D
5. A B C D
6. X C D
7. X C D
8. A B X D
9. B C D
10. A B C D
11. A B C D
12. A B C D
13. A B C D
14. A B C D
15. A B C D
16. A B C D
17. A B X D
18. A B C D
19. A B C D
20. A B C D
21. A B C D
22. A B C D
23. A B C D
24. X B C D
25. A B C D
APPENDIX VI
Biography
BIOGRAPHY

The writer’s name is Dwi Dharmayanti. She was born on 1st December 1997 in Bulu Cina, North Sumatra. She is 22 years old. She is Indonesian and a Muslim. People around her usually call her Dwi. She is daughter of Mr. Ponimin and Mrs. Sumiyem. She has two brothers, Their name are Helambang Edi Fahrizal, S.Kom. and Rizki Rahmadi.

Her formal education started from 2003-2009 in primary school, SD Negeri 101760 Bulu Cina, North Sumatra. Then from 2009-2012 she continued her education in SMP Negeri 1 Hamparan Perak, North Sumatra. After that, she finished Senior High School in SMA Negeri 1 Hamparan Perak, from 2012-2015. Then, in 2015-2019, she graduated from English Education Department of State Islamic University of North Sumatra.

Medan, October 2019
The Writer,

Dwi Dharmayanti
Reg. No.:34.15.3.048